

Overview

Chancellor for Education and Professional Development

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Briefing For

Army Manpower & Force
Management Planning Board

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Purpose

**Provide Information about
Chancellor's Office...**

- **Mission**
- **Metrics of Excellence**
- **DoD Conference on Civilian**

Education and

Professional

Development

The Need

DOD has many educational programs and institutions, but their quality is mixed. Only one-fifth of OSD sponsored educational institutions are accredited by a recognized academic accreditation association, and only five of 37 educational and professional development programs have at least some courses certified for college credit by the American Council on Education. Faculties are often not challenged, and students are not taught to think.

The Environment: Growing Trends for Public Accountability

Annual Institution & Statewide Measures Reports

- Student Outcomes
- Curricular Outcomes
- Faculty Outcomes

Purpose

- Raise academic quality of public colleges/universities
- Ensure accountability of public resources
- Keep college education cost effective



Chancellor shall . . .

7.1.3 Develop and recommend to the USD (P&R) and the Secretary of Defense the establishment of DoD standards of academic quality and cost-effectiveness of DoD civilian education and professional development activities...

***7.1.4 Manage working groups of representatives from DoD institutions and programs and other DoD Component
representatives to develop the September 27, 1999
standards...***

Chancellor's Mission

***... serve[s] as the principal advocate
for the academic quality and cost
effectiveness of all DoD civilian
education and professional
development activities.***

DOD Directive 5124.7

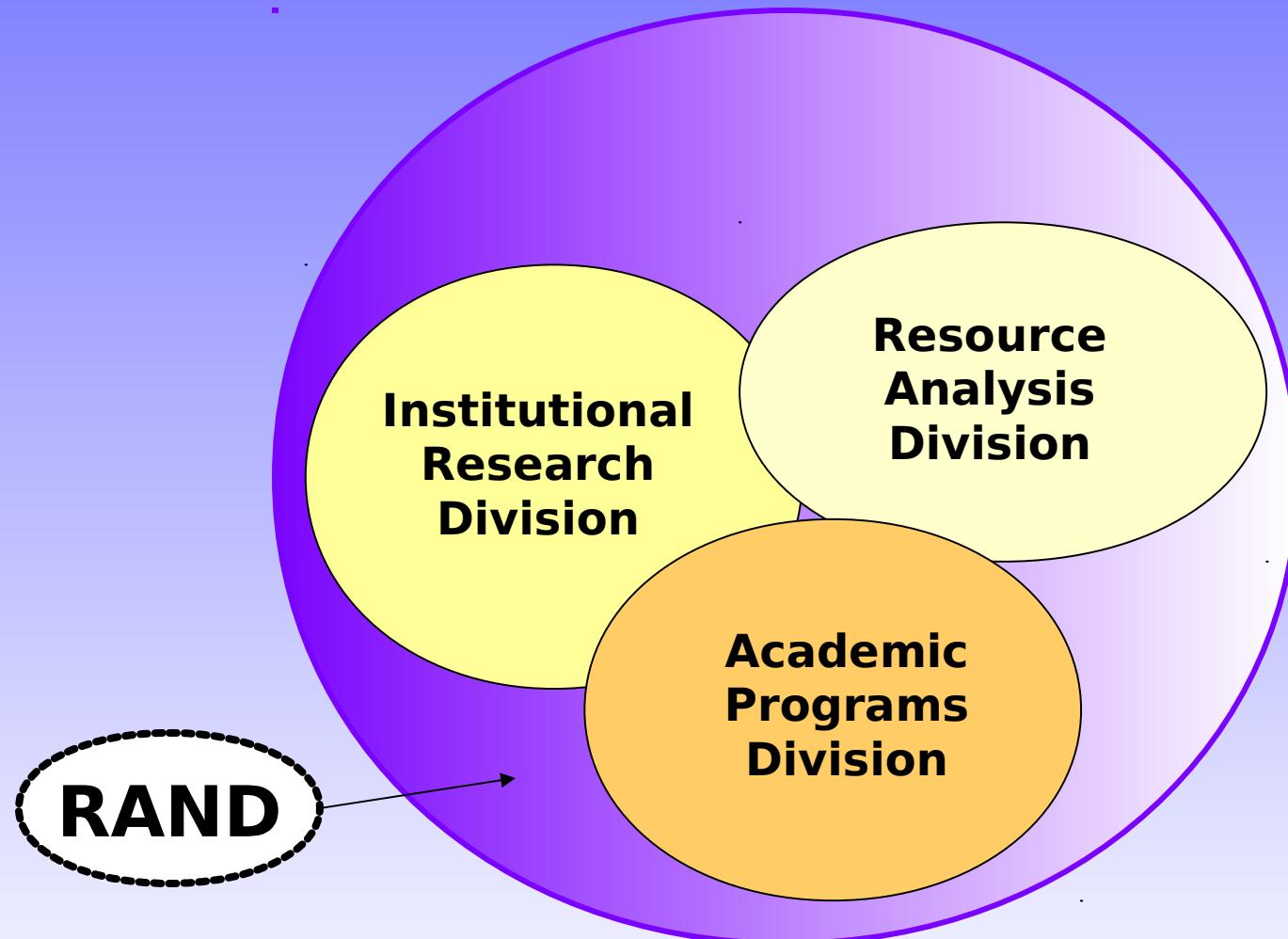
Strategic Goals

- 1. Establish “presence” of the Office of Chancellor for Education and Professional Development, both internal and external to the Department of Defense.**
- 2. Build a DoD civilian education and professional development community committed to quality and cost-effectiveness.**
- 3. Develop quality standards for academic programs and faculty.**

Strategic Goals (Contd.)

- 4. Develop quality standards for academic resource management reporting system.**
- 5. Develop a comprehensive DoD-wide institutional research program.**
- 6. Encourage and support the participation of all DoD civilian education and professional development activities in the voluntary accreditation and certification processes.**
- 7. Determine future roles for the Office of Chancellor for Education and Professional Development.**

Office Divisions



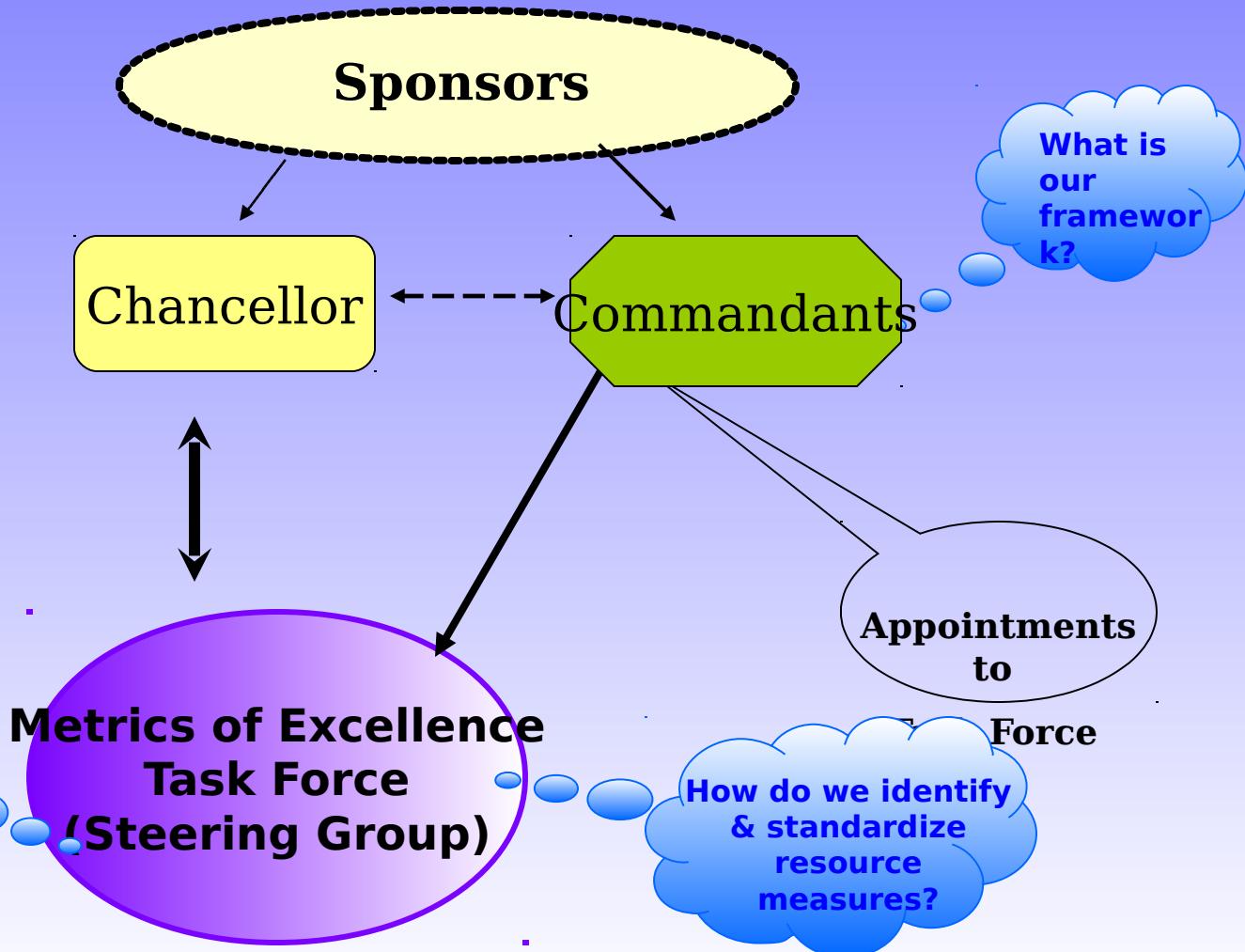
Accreditation Status

**Since establishment of
the Chancellor's Office,
ten additional schools are
seeking accreditation.**

Focus: Peer Groups

PEER GROUP	INSTITUTION
(C) Career Development - 9 College	Army Management Staff
Institute	Defense Acquisition University Defense Contract Audit Institute
	Defense Resource Management
	Defense Security Service Academy
(D) Grant Degree - 6 Technology	Interagency Training Center Joint Military Intelligence Training Air Force Institute of National Cryptologic School Defense Imagery and Mapping Agency Joint Military Intelligence College
College	National Defense University Naval Postgraduate School Uniformed Services University Asia-Pacific University Health Sciences Institute
(I) International Students - 7 Security Studies	Asia-Pacific Center for Center for Civil-Military Relations Center for Hemispheric Defense
Security Studies	Defense Institute of Defense Equal Opportunity Marshall
Studies	Defense Information School Near East South Asia Center Defense Institute of Security Assistance
(J) Job/Position Specific - 4 International Legal Studies Management Institute European Center for Security Studies Metrics of Security Studies Management	Defense Polygraph Institute

Architecture for Community Development



Steering Group

Who:

- Institution heads or representatives
- Functional sponsors or representatives

Role:

- Provide guidance
- Foster community development through periodic meetings with the Chancellor
- Appoint members to Metrics of Excellence Task Force

Academic Quality Working Group

Who: Academic Officers

Why: Improve DoD civilian education

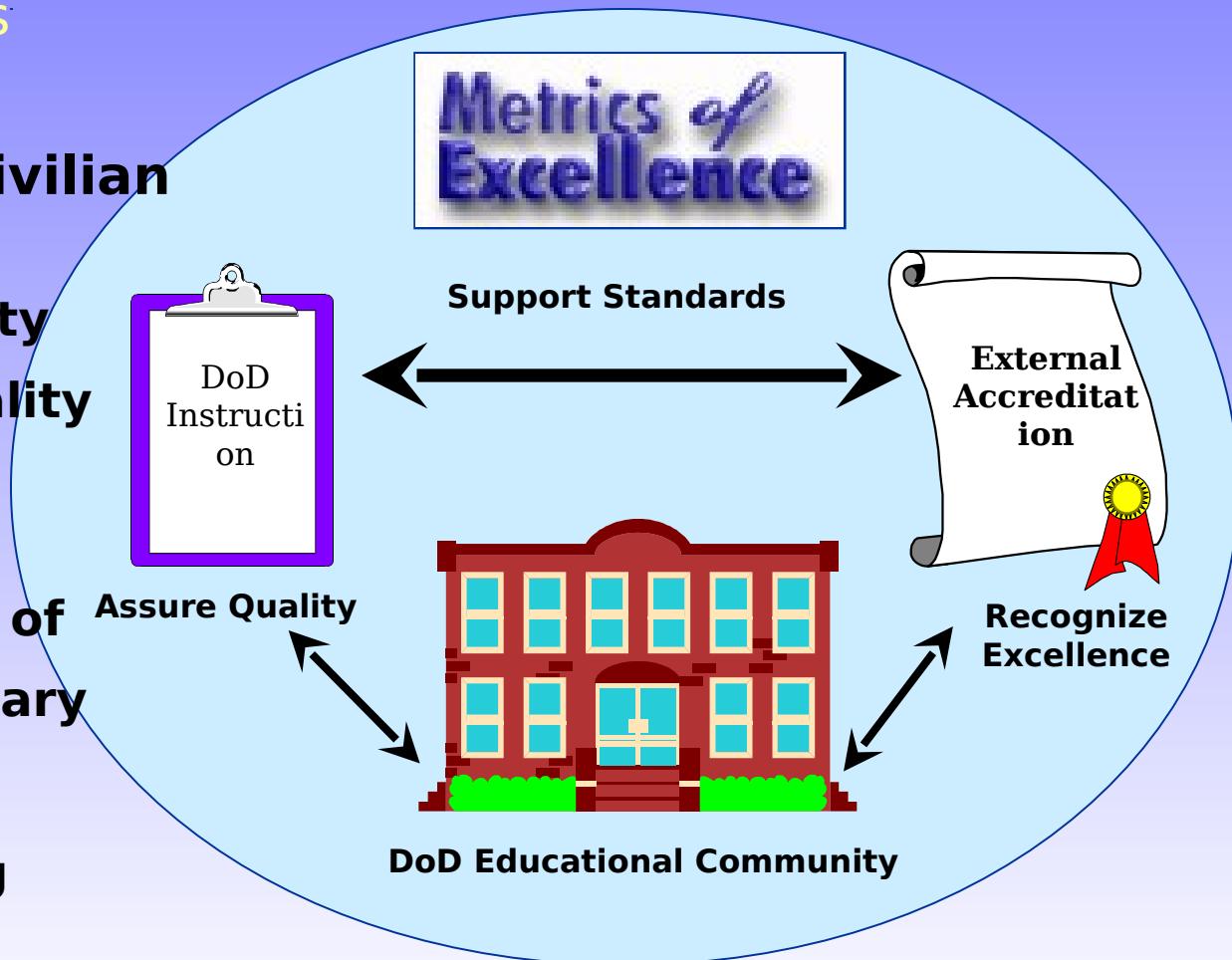
- ⇒ Ensure accountability
- ⇒ Raise academic quality

How:
Analyze/incorporate
models & best practices of

- I Postsecondary Education
- I Regional & National Accrediting Bodies

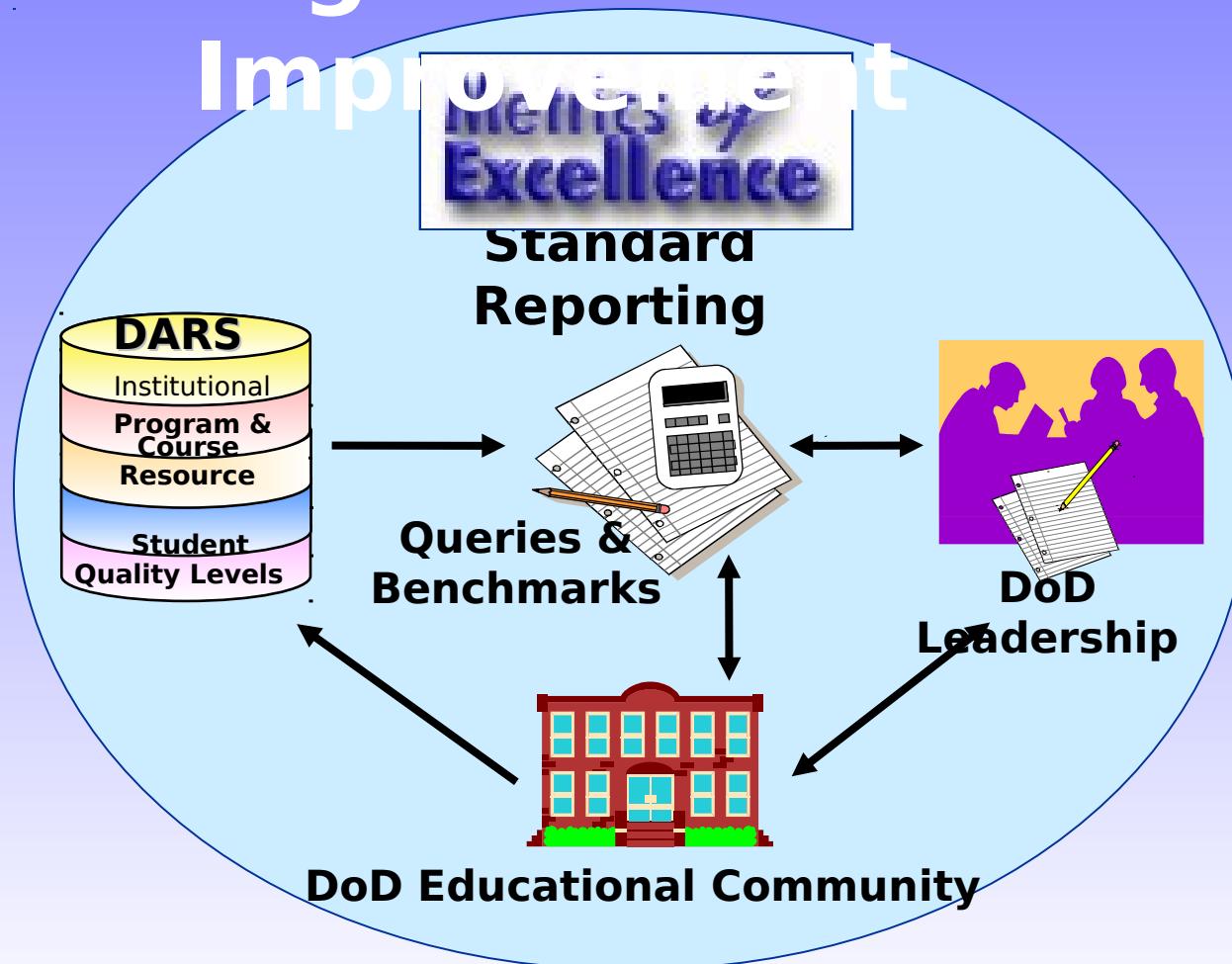
Educational

State Systems



Consistent Information Supports Informed Decision Making & Continuous

Improvement



Categories of Standards

Governance:

**The external structure,
communication and decision making
process.**

Management, Administration, Operations:

**The internal structure, process and
activities for implementing decisions.**

Quality Level Metrics

- Outcomes Focused
- Comprehensive
- Self-Scoring & Reporting
- Not prescriptive
- Flexible use --
 - institutions, programs
 - face-to-face, DL
- Focuses on Existing Data
- Promotes Consistency
- Allows for Peer Review

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1. Learning outcomes are stated for new, if few, programs courses. (III.A.1)	1. Learning outcomes are stated for new programs courses, and provide adequate guidance for assessment. (III.A.1, 2)	1. Learning outcomes are stated for most programs courses and provide adequate guidance for assessment. (III.A.1, 2)	1. Learning outcomes are stated for most programs courses and provide adequate guidance for assessment. (III.A.1, 2)	1. Learning outcomes are stated for all programs courses, and provide adequate guidance for assessment. (III.A.1, 2)
2. Few, many, programs courses use assessment to document learning outcomes, and there is little or no evidence that students attain required outcomes. (III.A.1, 2)	2. Few programs courses have assessments in place to certify student achievement for learning outcomes, and there is some evidence that students attain required outcomes. (III.A.1, 2)	2. Some programs courses use valid and reliable assessments to certify student achievement for learning outcomes, and there is some evidence that students attain required outcomes. (III.A.1, 2)	2. Most programs courses use valid and reliable assessments to certify student achievement for learning outcomes, and there is convincing evidence that students attain required outcomes. (III.A.1, 2)	2. Almost all programs courses are valid and reliable assessments to certify student achievement for learning outcomes. The assessments include students' grades, faculty, and stakeholders, and there is convincing evidence that students attain required outcomes. (III.A.1, 2)
3. Few, many, programs courses have assessments to document learning outcomes that are available to faculty, staff, and appropriate DOD groups. (III.A.1, 2)	3. Few programs courses have well-defined and measurable objectives available to faculty, staff, and appropriate DOD groups. (III.A.2, 3)	3. Most programs courses have well-defined and measurable objectives available to faculty, staff, and appropriate DOD groups. (III.A.2, 3)	4. All programs courses have well-defined and measurable objectives available to faculty, staff, and appropriate DOD groups. (III.A.2, 3)	3. All programs courses have well-defined and measurable objectives that are available to almost faculty, staff, and appropriate DOD groups. (III.A.2, 3)
4. Appropriate programs courses have, if any, objective testable target success rates on certifying, licensing, and evaluation examinations. (III.A.2)	4. Appropriate programs courses have students achieve established target success rates on certifying, licensing, and evaluation examinations. (III.A.2)	4. Appropriate programs courses have students achieve established target success rates on certifying, licensing, and evaluation examinations. (III.A.2)	4. Appropriate programs courses consistently achieve established target success rates on certifying, licensing, and evaluation examinations. Sub-codes are analyzed. (III.A.2)	4. Appropriate programs courses consistently achieve established target success rates on certifying, licensing, and evaluation examinations. Sub-codes are analyzed and the results are used to improve the controls. (III.A.2)
5. Required outcomes and standards of achievement can be found in the institution's policies, publications, and other communication. (III.A.1, 2)	5. Required outcomes and standards of achievement can be found widely through the institution's policies, publications, and other communication. (III.A.1, 2)	5. Most faculty, staff, and stakeholders are aware of required outcomes, and standards of achievement communicated widely through the institution's policies, publications, and other communication. (III.A.1, 2)	5. All faculty, faculty, staff, and stakeholders are fully aware of required outcomes, and standards of achievement through the institution's policies, publications, and other communication. (III.A.1, 2)	5. All faculty, faculty, staff, and stakeholders are fully aware of required outcomes, and standards of achievement through the institution's policies, publications, and other communication. (III.A.1, 2)
6. Subject matter experts participate in the evaluation process to assess the degree to which the programs courses meet the expected results. (III.A.3)	6. Some assessors are specialists, subject matter experts, stakeholders, faculty, and staff, participate in a regular review to determine quality and relevancy of programs courses. Formal procedures for review are designed to be fully implemented. (III.A.3)	7. The use of instructional technology is specified in most of the programs courses, to facilitate and support teaching and learning. (III.A.4)	6. Assessors are specialists, subject matter experts, stakeholders, faculty, and staff, participate in a regular review to determine quality and relevancy of programs courses. Formal procedures for review are designed to be fully implemented. (III.A.3)	7. The use of instructional technology is specified in all of the programs courses, to facilitate and support teaching and learning. (III.A.4)
7. The use of instructional technology is specified in some programs courses, but faculty and other personnel provide support to those programs courses. (III.A.4)	7. The use of instructional technology is specified in some programs courses, but faculty and other personnel provide support to those programs courses. (III.A.4)	8. Faculty, students, and stakeholders are conducted to determine their appropriateness at the institution. (III.A.6)	8. A regular review of the technologies and technological infrastructure is conducted to determine their appropriateness at the institution. (III.A.6)	8. An annual conducted at least annually to evaluate technologies and technological infrastructure to determine their appropriateness at the institution. (III.A.6)
8. Faculty, students, and stakeholders are conducted to determine their appropriateness at the institution. (III.A.6)	9. A technological plan for maintenance, support, technology and infrastructure upgrades. The plan is regularly reviewed. (III.A.6)	9. A technological plan for maintenance, support, technology and infrastructure upgrades. The plan is regularly reviewed. (III.A.6)	9. A technological plan for maintenance, support, technology and infrastructure upgrades. The plan is regularly reviewed. (III.A.6)	9. A technological plan for maintenance, support, technology and infrastructure upgrades. The plan is regularly reviewed. (III.A.6)
9. A technological plan exists for maintenance, support, and infrastructure upgrades. (III.A.6)	10. Evaluations of the adequacy of methods to learning outcomes and standards are undertaken at least annually, and include analysis of parts of the performance. (III.A.5)	10. Evaluations of the adequacy of methods to learning outcomes and standards are undertaken at least annually, and include analysis of parts of the performance. (III.A.5)	10. Evaluations of the adequacy of methods to learning outcomes and standards are undertaken at least annually, and include analysis of parts of the performance. (III.A.5)	10. Evaluations of the adequacy of methods to learning outcomes and standards are undertaken at least annually, and include analysis of parts of the performance. (III.A.5)
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Metrics of Excellence Process

- Increase collaboration about quality within DoD civilian education community.
- Develop DoD educational standards and metrics.
- Identify Web-based Academic Reporting System data for institutional self-analysis.
 - Common language for discussions, institutional assessment and improvement.
 - Vehicle for demonstrating institutional value and needs.

Standards Implementation

- **Outcomes/Strategies:**
 - **Support stakeholder decision-making**
 - **Provide proof of quality outcomes: process & product**
 - **Advocate funding needs and prove resource accountability**
- **Plans:**
 - **DoD Instruction for standards, metrics, and automated reporting system**
- **Challenges:**
 - **Definitions and scope of information reporting requirements**
 - **Changing DoD leadership**

Chancellor's DoD Conference on Civilian Education and Professional *Purpose* Development

- Establish “presence”
- Build “community”
- Encourage quality improvement
- Support professional development

3rd DoD Conference on Civilian Education & Professional Development

Taking Excellence the Standard
June 26-27, 2001



The Joint Military Intelligence College (JMIC),
Bolling Air Force Base, Washington D.C.

Tracks include:

The Changing Academic Environment

Adult Learning and Workforce Development

The Intelligence Profession: Education & Training Initiatives

DoD Education Initiatives Recognized with Distinction

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